

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 MAY 20 PM 2:18 </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Mathis Independent School District	Vendor ID # 1-74-600-1710	Mailing address line 1 Mathis Administration Building	
Mailing address line 2 602 East San Patricio Avenue	City Mathis	State TX	ZIP Code 78368
County- District #	Campus number and name Mathis INT 205904102	ESC Region # 2	US Congressional District # 205-904 TX-015
		DUNS # 045372539	

Primary Contact

First name Maria	M.I. Rodriguez-Casas	Last name Rodriguez-Casas	Title Superintendent of Schools
Telephone # 361-547-3378	Email address mccasas@mathisisd.org	FAX # 361-547-4198	

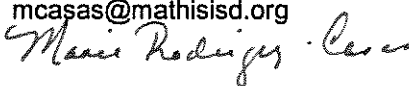
Secondary Contact

First name Erica	M.I. Salazar	Last name Salazar	Title Principal-Intermediate Campus
Telephone # 361-547-3378	Email address esalazar@mathisisd.org	FAX # 361-547-4198	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Maria	M.I. Rodriguez-Casas	Last name Rodriguez-Casas	Title Superintendent of Schools
Telephone # 361-547-3378	Email address mccasas@mathisisd.org	FAX # 361-547-4198	
Signature (blue ink preferred) 		Date signed 05/13/14	

5-12-2014

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 205904	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>Mathis Independent School District proposes to implement a Texas Title I Priority Schools (TTIPS) school improvement project to increase reading and math achievement for 3rd through 5th graders at Mathis Intermediate School. Mathis, Texas is a small community in south Texas approximately 38 miles northwest of Corpus Christi. Our rural district has an enrollment of 1653 students on four Title I campuses. The district serves 93.3% Hispanic learners. 81.4% of the students qualify for free or reduced lunch and 65.6% are at-risk from graduating from high school. The percentages of Mathis ISD students meeting standards on the STAAR are lower than state and regional percentages in the subject areas of math and reading. 62% of Mathis ISD students met Level 1 standards on the 2013 STAAR math assessment, while compared to 79% of learners in the state and 92% in the region. 62% of Mathis ISD students met Level 1 standards on the 2013 STAAR reading assessment, while compared to 80% of learners in the state and 75% in the region. The proposed grant program will provide curriculum, technology based educational resources, professional development and technical assistance to transform students in our lowest scoring campus, Mathis Intermediate School, into a high expectation, high achievement school. We will use the three year school improvement project to realize district and campus goals of exceeding state and federal accountability standards and eliminating achievement gaps among all student groups. Budget: Mathis Independent School District went through a strategic process this year to determine where the district will be in the short term (3 to 5 years) and ultimately the long term (5 - 10 years). In the spring of 2013, the Mathis District Intervention Team (DIT) consisting of school board members, educators, staff, parents, students, and community representatives used the strategic plan to set goals for the following year. Under the direction of the Superintendent, the team drafted a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The team targeted academic achievement in reading and math as a priority for school improvement during 2013-2018. The team met in May to examine the TTIPS grant application. The team found the grant goals outlined in the Program Guidance supports the goals of the District Improvement Plan (DIP). Using the district plan as a framework, the team developed goals, milestones, performance measures, and specific Annual Performance Goals (APGs) for each of the three years of the program. Critical success factors, milestones, performance targets were also developed. The TTIPS budget was created based on the personnel, assessment, professional development, instructional materials, and technology costs required to implement the plan.</p> <p>Demographics: The demographics of the eligible Intermediate relate to the defined goals and purposes of the grant. The Intermediate School serves 92.3% Hispanic learners. 85.3% of the students are from low income households and qualify for free or reduced lunch. There are achievement gaps between economically disadvantaged learners and the general student population in the subject areas of math and reading. These students are targeted in the TTIPS goals and implementation plan. Needs Assessment: The Superintendent met with district key stakeholders, the District Leadership Team, throughout the fall of 2012 and the spring of 2013 to conduct a comprehensive needs assessment. With the support of the Professional Service Provider (PSP) and using Texas Accountability Intervention System (TAIS) guidance, the team reviewed student, school, and community data and held frank discussions to determine the cause and potential critical success factors contributing to the district's and campus' low performance, lack of progress, and ineffectiveness of programs. The team determined economically disadvantaged students do not perform well on state assessments at any grade level. The lowest scores are in the content area of math and reading. As students progress through school, the achievement gaps increase for economically disadvantaged learners. A Strategic Plan was developed that outlines the vision, mission, and goals for years 2013 through 2017 to address student needs and school improvement requirements. Our new plan guides our actions and is the driving force behind District and Campus Improvement Plans and the TTIPS grant plan. Each year, the District Intervention Team will meet to conduct and review a comprehensive needs assessment, determine the effectiveness of the grant plan in addressing needs, report progress to Texas Education Agency (TEA) and the Texas Center for School Support (TCDSS), and develop the annual District Improvement Plan based on data and feedback. Management plan: The Superintendent will serve as the District Coordinator of School Improvement (DCSI). At the district level, the Superintendent will work with the District Leadership Team (DLT) to oversee all aspects of grant planning, implementation, and evaluation. At the campus level, the DCSI will work with the Professional Service Provider to ensure implementation of intervention requirements and reporting progress to TEA and TCDSS. The Campus Leadership Team (CLT) composed of key campus leaders will work with the Project Manager, Teacher Leaders, teachers, and staff members to select and implement student interventions and support services and monitor student performance. Teachers will meet each week to monitor student data and to plan differentiated instruction. The CLT, lead by the Principal, Project Manager, will meet with teachers each six weeks to check progress and set goals for the following six weeks. Progress will be reported to the Superintendent</p>	

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and PSP after each meeting. The district and campus level intervention teams will meet at the semester to review benchmark data and make adjustment to the intervention plan as warranted. The team will meet at the end of the year to review STAAR and other student data to develop intervention plans. **Evaluation:** In the summer of 2014, the Campus Leadership and Intervention Teams will meet with the PSP to review critical success factors and milestones created to meet campus goals. The team will also go through the process of setting rigorous, attainable and aligned performance targets that indicate significant progress in turning around the school. Annual Performance Goals and Progress Targets for each of the three years of the program will be submitted to TEA for approval. The goals will be incorporated into the annual performance assessment and monitored through the QIR process by TEA. Grant progress toward performance goals will be monitored by the CLT team at the campus level. The team will use guiding questions to determine progress toward reaching milestones of each Critical Success Factor and data to determine if performance targets were met. Six weeks reports will be submitted based on CLT findings and the information communicated to the Superintendent and the District Intervention Team (DIT). The DIT will address the recommendations for modifying and/or improving the program with the guidance of the principal, the PSP, and the external consultants each semester. At the end of the year, the DIT will develop a District Intervention Plan based on data and feedback. Progress toward goals will be reported to the Board of Trustees at regularly scheduled meetings and to TEA as required. **Statutory Requirements:** The application fully answers requirements: (1) The DLT conducted a comprehensive needs assessment under the guidance of the Superintendent and PSP to analyze instructional programs, school leadership, and school infrastructure. A plan was constructed to align the needs of the students with TTIPS goals, critical success factors, milestones, interventions, and performance targets; (2) The grant budget was developed using the plan to align resources with interventions and to ensure the campus will receive standard state and local funds; (3-4) The district has the capacity and budget to utilize existing personnel, financial systems, and facilities to effectively implement and support planned interventions; (5) A timeline delineating steps that will be taken to implement interventions is part of the grant plan; (6) *To improve academic achievement*, A data system will be installed and training conducted to provide real-time educator access to student information. Assessments will be administered and student achievement monitored. Teacher Leaders will work with educators to develop instruction based on data and will work with a consultant to horizontally and vertically revise curriculum, pacing guides, and assessments each six weeks. *To increase the use of data to inform instruction*, training in the TX Accountability Index 3 Closing the Gaps will be conducted and data meetings will be held to set performance targets & monitor progress for targeted learners. Training in using Student Success Initiative programs will be conducted and extended learning time will be scheduled. Teacher Leaders will coach teachers in differentiated instruction. *To increase leadership effectiveness*, participants will attend workshops to develop organizational and personal leadership practices. The PDAS evaluation system will be updated to include a summary of student achievement, growth, and professional practices and multiple walkthroughs will be conducted. Educators will receive excellence awards and personnel decisions will be made. *To increase learning time*, the campus schedule will be extended to provide daily, summer school, and tutorial instruction. Fine arts and leadership classes, and student clubs will be added to provide a well rounded education. Students will check out personal computers to access digital content and resources. Teachers will meet weekly in PLCs to plan instruction and in Vertical Team meetings to monitor student progress using data. *To increase parent participation & improve school climate*, a *Communities in Schools* liaison will coordinate social services and family events. Parent conferences, a Family Leadership Institute, and the Watch DOG program will be initiated. Families will earn incentives for participation. (7-10) Mathis ISD will recruit, screen, and select external providers to ensure quality, coordinate MISD funding with the TTIPS budget to implement interventions, and revise MISD policies to implement and sustain reforms after the grant ends. (11-12). Annual goals for student achievement on STAAR Reading and Math will be submitted to TEA, and the DLT will monitor progress on leading indicators as required to continuously revise the plan. **TEA Requirements:** The district will provide written activity/progress reports in the format and timeline requested by the Texas Education Agency. Also, the campus will participate in TX Accountability Intervention System trainings and technical assistance, and will submit required reports and interventions as required. **Conclusion:** The full Mathis ISD community, including students, families, educators and community members has pledged their commitment to the TTIPS project. Stakeholders believe the grant will provide resources to develop effective and dynamic educators and administrators who engage students in rich and challenging Reading and Math instruction empowering each learner to meet state and federal academic achievement goals. The curriculum & instruction, professional development, and educator evaluation practices established through the grant program have been designed to develop campus leaders and experts who are capable of sustaining the program using local, state, and federal funding after grant funding ends.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 205904	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$869,037	\$51,000	\$920,037	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$222,680	\$	\$222,680	\$
Schedule #9	Supplies and Materials (6300)	6300	\$99,175	\$	\$99,175	\$
Schedule #10	Other Operating Costs (6400)	6400	\$65,060	\$	\$65,060	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$334,170	\$	\$334,170	\$
Total direct costs:			\$	\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			1,590,122	\$51,000	*\$1,641,122	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$1,641,122
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$82,056
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$817,446	\$411,838	\$411,838	*\$1,641,122

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 205904		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator – Project Manager DSCI (required)	1		\$153,000	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Title Teacher Leader Math	1		\$153,000	\$
22	Title Teacher Leader Reading	1		\$153,000	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$459,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$8280	\$
26	6119 Professional staff extra-duty pay:			\$281,550	\$
27	6121 Support staff extra-duty pay:			\$	\$
28	6140 Employee benefits:			\$171,207	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$461,037	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$920,037	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	ESC 2 Curriculum Alignment (2 days/year - \$900/day)	<input type="checkbox"/>	\$5400	\$
2	ESC 2 Educator Excellence Award, TEA model (3 days/year - \$900/day)	<input type="checkbox"/>	\$8100	\$
3	ESC 2 Texas Accountability System Index III (1 day/year - \$900/day)	<input type="checkbox"/>	\$2700	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$16,200

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Improved School Climate		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Leadership/Positive Behavior Capturing Kids Hearts (CKH) Reading Connection Training (yr 2 on site), CKH Process Champions (yr 3 on site)			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
			Pre-Award
1	Contractor's payroll costs:	# of positions: 2	\$24,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$24,000

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Strengthen Schools Instructional Program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Neuhaus Reading practices to improve teaching practices and increase learning for struggling students. Workshops Grade 3-5 on-site. 3 years @ 6 days of on-site training per year.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$30,000	\$	
3	Specify topic/purpose/service: Strengthen School's Instructional Program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Research based <i>Everyday Math</i> workshops to improve teacher content and instructional skills increasing learning for struggling students. 5 workshops per year on-site, online support for 3 yrs.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$29,880	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$29,880	\$	
4	Specify topic/purpose/service: Strengthen Instructional Program/Use Data		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Successful Schools Collaborative: Restructure Reading & Math programs based on data and student growth, and restructure educator evaluation program. 4 day/month including face-to-face, phone, email, and web based meetings for 3 years.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$79,200	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$79,200	\$	
5	Specify topic/purpose/service: Revise instructional program using data		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: ESC 10 Technology and Data Services. Install TSDS GPS Dashboard. Training and technical support for the system that provides real-time data to teachers at their desktop.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$25,400	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$25,400	\$	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: Professional Service Provider

☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide technical assistance - responsible for ensuring implementation of all intervention requirements and reporting progress to the Texas Education Agency and the Texas Center for School Support (TCDSS) 1 visit per month at \$6000 per 1 visit per month for 12 months = \$18,000 for three years.

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

6

Contractor's payroll costs:

of positions: 1

\$18,000

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$18,000

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

7

Contractor's payroll costs:

of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted****Pre-Award**

8

Contractor's payroll costs:

of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$206,480

\$

a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:

\$

\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$16,200

\$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$206,480

\$

d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:

\$

\$

(Sum of lines a, b, c, and d) 3-Year Grand total

\$222,680

\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Poster Maker	Data Meetings, Instructional Posters	1	\$2950	\$9040	\$
	2	Computer	Academic vocabulary and virtual learning math/reading during lunch	1	\$1400		
	3	screen/projector system	Academic vocabulary and virtual learning math/reading during lunch	1	\$3150		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee – (materials approved by TEA for the technical assistance contractor professional development, Materials for the CLT and DIT to conduct evaluations)					\$450	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval: Educational materials for parent meetings; Watch DOG kits; Drops in the Bucket PLC books; Instructional materials for implementation of interventions each year; Materials for enrichment classes.					\$89,685	\$
3-Year Grand total:						\$99,175	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 205904		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Student visits to regional IHEs; Student bus travel to tutorial; Travel and registration fee for Flippen Group Leadership training - Organizational Blueprint Training and Leadership Blueprint; Educator in-state workshops and conferences.	\$65,060	\$
3-Year Grand total:		\$65,060	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	HP laptops on mobile cart (24 laptops/cart)	18 carts	\$18,565	\$334,170	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$334,170	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: Mathis INT**469**

Category	Number	Percentage	Category	Percentage
African American	6	1.3%	Attendance rate	96.3%
Hispanic	425	92.3%	Annual dropout rate (Gr 9-12)	0.4%
White	27	6.3%	Annual graduation rate (Gr 9-12)	84.3%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	48%
Economically disadvantaged	391	85.3%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	58%
Limited English proficient (LEP)	9	2.0%	Students taking the ACT and/or SAT	65.7%
Disciplinary placements	2	0.7%	Average SAT score (number value, not a percentage)	1316
			Average ACT score (number value, not a percentage)	17.2

Comments

Mathis ISD serves a high poverty community. The population of Mathis, Texas is 5097. US Census data indicate the median income for a household in the community is \$20,015 and the median income for a family is \$23,793. This average is well below the state average of \$40,166 for a family. In addition, 38.2% of Mathis residents live below the poverty line. The high degree of poverty is a reflection of educational attainment. Only 47% of residents in Mathis hold a high school diploma and less than 7% of residents hold a college degree. Mathis Intermediate students reflect the demographics of the community. 85.3% of learners at our campus are economically disadvantaged. The proposed TTIPS grant will target economically disadvantaged learners since they represent the students most at risk of failure to graduate from high school, enter college, and find employment.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	17	67.6%	Bachelor's degree	19	77.5%
White	8	32.4%	Master's degree	6	22.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	14.25	57.0%	Avg. salary, 1-5 years exp.	\$39,637	N/A
6-10 years exp.	3.225	12.9%	Avg. salary, 6-10 years exp.	\$45,555	N/A
11-20 years exp.	4.3	17.2%	Avg. salary, 11-20 years exp.	\$47,346	N/A
Over 20 years exp.	3.225	12.9%	Avg. salary, over 20 years exp.	\$53,008	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					157	140	161								458
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					157	140	161								458

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					8	8	9								25
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					8	8	9								25

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis Independent School District went through a strategic process during the 2012-13 school year to determine goals for school success in the short term (3 to 5 years) and ultimately the long term (5 - 10 years). The Superintendent began meeting with district key leaders in the fall of 2012. Attendees including parents, community members, teachers, administrators, community leaders and others met several times between September 2012 and February 2013 to give input and insight, review data affecting our schools, and hold frank discussions. Texas Education Agency resources including PEIMS data, TEA Academic Performance Report, State Accountability Snapshots, and Federal Accountability Data Tables were used in the needs assessment. Data was also gathered from: benchmark assessments, STAAR reports, progress reports, report cards, attendance at the student and grade level, educator observations, parent attendance at school events, parent surveys, and staff development evaluations. The result was a Mathis ISD Strategic plan for 2013 to 2023. The mission, vision and goals of the new plan were approved by the board on May 27, 2013. The District Intervention Team (DIT) uses the Strategic Plan as a framework to guide school improvement initiatives. The Campus Leadership Team (CLT) consisting of school board members, ISD administration, campus administration, teachers, parent groups, and community members was formed to work with the DIT to conduct a needs assessment to determine how TTIPS grant funds would benefit the student population. The teams used the TEA Site Based Decision making process to complete the needs assessment. **Step 1: Establish Trends in Data** - Mathis ISD serves students on four Title I campuses. The campus eligible for the TX Title I Priority Schools (TTIPS), Cycle 3 grant is Mathis Intermediate. The campus serves 458 students in grades 3, 4, and 5. The campus employs 2 administrators and 25 teachers. The principal was replaced in 2013 after failing to meet campus improvement requirements. The DIT and CLT analyzed TX Academic Performance data for each grade to establish the cause of the "improvement required" ranking.

Mathis ISD 2012-13 Texas Academic Performance Report – STAAR Scores					
	ELA	Math	Science	Social Studies	Writing
3rd	56%	42%			
4th	52%	42%			51%
5th	50%	47%	53%		

The CLT analyzed data trends and found scores have not improved toward meeting state and federal standards in the content areas of Math and Reading at any grade level since 2008. In Math, the campus has failed to meet state standards for 5 years. This year, the school received low performance on Index 3 of the Texas Accountability System. The campus score on this index, Closing Performance Gaps, was 46. The state target for the index was 55. The campus is now rated as "improvement required" in the accountability system. In addition, the campus missed system safeguard targets for all students, Hispanic learners, economically disadvantaged, and special education students in Math. In Reading, the campus has failed to meet federal AYP standards for 2 years and is currently in Stage I of Improvement. These content areas were chosen to be the focus of the TTIPS initiative. The team reviewed instructional programs in the targeted subjects and found students do not have access to Student Success Initiative programs for reading (iStation) and Math (Think it Through Math) due to lack of computers in the school building and at home. Once grade levels, content areas, and instructional programs were analyzed, the team examined scores across student groups to prioritize needs. Scores for the four student populations with the highest enrollment are shown below:

Mathis ISD 2012-13 Texas Academic Performance Reports - % met state standards				
READING	All Students	Hispanic	White	Econ. Disadv.
3rd	56%	55%	83%	53%
4th	52%	52%	60%	49%
5th	50%	49%	67%	52%
MATH	All Students	Hispanic	White	Econ. Disadv.
3rd	42%	42%	61%	41%
4th	42%	40%	60%	40%
5th	47%	47%	50%	46%

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Gap, Barriers, Weaknesses: Data indicates an achievement gap between economically disadvantaged (ECD) learners and the general school population in each content area. To investigate factors that contribute to low achievement for this group of students, the teams analyzed PEIMS attendance, grade level promotion, and discipline rate data and found students from low income households have lower attendance rates, higher discipline placements, and lower promotion rates than other student groups. In researching this gap, the team found ECD students do not have access to resources that extend learning beyond the school day including transportation to attend tutorials or access to computers and digital educational programs at home. The team also found a high rate of first year teachers (57%) and a high rate of teacher turnover (33.4%) at Mathis INT each year. Research indicates providing differentiated instruction for at-risk learners requires a high degree of instructional expertise. Recruitment and retention policies of MISD are an obstacle to student success. Based on the data analysis, the TTIPS grant plan will be created to improve teaching and learning for students and teachers in the content areas of Reading and Math. Strategies will be developed to serve all students at the intermediate campus with focus on research based practices, interventions, and access to educational resources for economically disadvantaged learners. **Step 2: Set TTIPS Goals:** The goals of the Mathis ISD Strategic Plan include: exceeding state and federal accountability standards, eliminating achievement gaps among student groups, preparing students for college and career, and providing a positive and safe learning environment. The team identified the goals of the Mathis Intermediate School TTIPS grant program as: Goal 1: Students will exceed state standards on the STAAR test in the areas of Reading and Mathematics to meet state and federal standards; Goal 2: Achievement gaps between economically disadvantaged and general student population will be eliminated; Goal 3: Mathis Intermediate School (MIS) students, families, and educators will work together to prepare students for high school graduation and college entrance; and Goal 4: TTIPS participants will develop leadership skills to create a positive school environment. **Step 3: Selection of Model to Meet Standards:** To determine the most effective implementation model to meet TTIPS goals, the CLT and CIT reviewed the needs assessment. The teams decided to use the Transformation Model which focuses on developing and rewarding educator effectiveness; adopting comprehensive instructional programs; extending time for students and staff, offering community services; and providing operating flexibility and intensive support. The principal at the MIS was replaced in 2013, qualifying the campus for this proven school improvement model. Once the model was selected, the teams worked with the PSP, to align TTIPS Critical Success Factors to each project goal. The teams also identified proven interventions to address identified needs and move students from the current student achievement to the required state and federal achievement standards. Approaches considered and selected are based on research, district philosophies, and staff development evaluations. A logic model was constructed outlining milestones, interventions, outcomes, and the budget required to address student and school need for each Critical Success Factor. Using the logic model, performance targets, performance measures, and a timeline have been developed to enable monitoring of project implementation and corrective action when students are not making progress toward standards. In this way, the TTIP plan has become a road map for addressing areas of low performance and identified needs. **Step 4: Evaluate & Make Adjustments** - An important part of an effective grant plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The District Intervention Team will meet with the CLT and CIT annually to conduct a comprehensive needs assessment and make corrections to grant implementation. Baseline data will be used to determine student growth and achievement and timelines, action steps, and performance targets for each Critical Success Factor will be revised to meet identified needs. Revisions will include data informed changes in personnel, educational programs and materials, professional development, and extended learning offerings to meet stated goals. Through this site based process, the teams will monitor the program and make timely adjustments to advance student success. **Conclusions:** The needs assessment process is critical to the planning stage of the grant, as it is a major factor in determining whether and how grant funds will benefit Mathis Intermediate School students. The TTIPS grant plan was developed based on the priorities set in the Mathis ISD Strategic Plan, the District Intervention Plan, and the Mathis Intermediate Campus Improvement Plan to meet the needs of our students. Through the site based school improvement process, participants will work to oversee all aspects of the grant including monitoring progress, making revisions based on data and feedback, and evaluating success based on MISD priorities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Mathis Intermediate School serves 458 students. TX Academic Performance Reports indicate all students need to improve STAAR scores in the content areas of Math and Reading. Data trends show no improvement in student achievement in any population of learners over a 3 year period. There is a need to align curriculum with TX standards, identify assessments, set performance targets, and monitor progress to improve academic achievement.	TX State Data System GPS dashboards will be installed and training conducted to provide real-time access to data for educators. Formative, interim and summative assessments will be administered and student achievement monitored weekly by teachers and at each six weeks by the CLT. Teacher Leaders will work with educators in PLCs to develop plans to meet student needs. Each 6 weeks Teacher Leaders will horizontally and vertically revise curriculum, curriculum pacing guides and assessments based on student data.
2.	TX Academic Performance Reports indicate economically disadvantaged (ECD) learners score lower than the general student population in all subject areas at Mathis Intermediate School. These learners have lower attendance rates and higher discipline placement rates than the general school population. There is a need to increase the use of quality data to plan and implement differentiated instruction to improve academic achievement for all students with a focus on ECD learners.	Training in the TX Accountability System Index III, Closing the Gaps, will be conducted for participants. Data Meetings will be held each six weeks to set performance targets & monitor progress for targeted learners. Training will be conducted to differentiate classroom instruction, and to use Student Success Initiative (SSI) intervention programs effectively to improve student mastery of content and skills and meet targets. Teacher Leaders will work with teachers to use research based practices to engage students in learning and data reports to monitor progress.
3.	Over one-third of the teachers in Mathis Intermediate leave the district each year. In 2013 after STAAR scores declined for a third year, the principal was replaced. There is a need to identify specific actionable practices that the new campus leader can implement to communicate the school mission and hold students, families, and educators accountable for student growth and achievement. This includes revising the evaluation system to take into account leadership practices that lead to student success.	Meetings will be conducted to educate participants about organizational and personal leadership. The school mission, expectations of achievement, and resources to improve student outcomes will be communicated regularly. The principal will have operational flexibility to alter schedules, staffing, and budgeting to implement interventions. PDAS summaries and multiple observations will be used to analyze student achievement, growth, and actionable practices. Educators will receive <i>excellence awards</i> based on student growth and achievement.
4.	Mathis Intermediate is rated as "improvement required" due to low performance in <i>Closing Performance Gaps</i> and missing system safeguards. The content areas of Math and Reading were cited for all students, Hispanic learners, and economically disadvantaged learners. There is a need to redesign the school calendar to increase learning time for students so they have the opportunity to master essential knowledge skills.	The campus schedule will be revised to add 30 minutes of instruction daily and to hold tutorials one day each week. Fine arts and leadership classes and student clubs will be added to extended day rotations to provide a well rounded education. Students will check out personal computers to access digital content and resources during class, extended sessions, tutorials, and at home. Teachers will meet weekly in PLCs to plan instruction and in Vertical Team meetings to monitor student progress using data.
5.	Less than 33% of residents in Mathis have a high school diploma and 7% hold a college degree. US Census data indicates the median income for a household in the community is \$23,793 which is well below the state average of \$40,166. Consequently, 38.2% of residents live below the poverty line. There is a need to provide interventions to establish a positive school environment where all participants take responsibility for improved student outcomes.	Communities in Schools liaison will provide ongoing support to families and community. Four parent meetings and Math and Reading Nights will be held annually to discuss class strategies and achievement expectations. A Family Leadership Institute will meet 10 times each year. The Watch DOG program will be initiated to encourage male guardians to serve as positive role models. Parents will attend college tours with their children. Families will earn credits toward a 'degree' for participation in meetings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement	The DCSI will be the Superintendent. The district-level employee will oversee the school improvement project. The superintendent is a full time certified administrator with excellent team building skills, knowledge of state law and school policy, and experience in grant management. The DCSI will ensure district support for the academic performance of the campus.
2.	Campus Principal	The campus principal was hired in 2013. This certified Texas educator is a dynamic leader who oversees the operations, curriculum, and leadership of Mathis Intermediate. The principal has excellent communication skills, provides positive leadership, and motivates employees. The administrator regularly communicates the importance of academics to future success and serves as a role model to students, parents, teachers and community members.
3.	District Intervention Team	The DIT is composed of key district personnel and stakeholders. Membership is determined by the district, based on TAIS guidelines. The DIT is responsible for development, implementation, and monitoring of the intervention plan, monitoring of student performance, and determination of student interventions & support services. The entire DIT participates in the improvement cycle.
4.	Professional Service Provider (PSP)	The PSP who currently works with Mathis Intermediate campus is an approved member of the PSP Network. The educator was selected based on successful experience working with schools to successfully implement intervention requirements and to submit reports of student progress to the Texas Education Agency (TEA) and the Texas Center for and School Support (TCDSS).
5.	Campus Intervention Team (CIT)	The CIT is composed of the Superintendent (DCSI) and the Professional Service Provider (PSP). The Superintendent and PSP have successfully worked with the District Improvement Team and Mathis High School to meet state and federal academic achievement standards and will use their experience and expertise to lead Mathis Intermediate School improvement.
6.	Campus Leadership Team (CLT)	The CLT is composed of key campus leaders as determined by the Superintendent and Mathis Intermediate Principal. The team was selected based on skills and expertise in development, implementation, and monitoring of the improvement plan, monitoring of student performance, and determination of student interventions and support services.
7.	Project Manager	Certified teacher will be selected to serve as full time Project Manager. The teacher selected has excellent leadership, communication, grant management, and technology use skills. The campus faculty member will work with the PSP and principal to coordinate grant planning, implementation, and evaluation activities including reporting. The manager will also support the use of electronic applications for data collection and reporting, as well as, educational programs.
8.	Teacher Leaders	Certified teachers will be selected to serve as full time Instructional Coaches for Reading and Math. Teachers selected have excellent communication, presentation, content knowledge, peer coaching abilities, and technology use and integration skills. They will be responsible for training, modeling, and co-teaching, as well as, working with students to improve academic growth and achievement.
9.	ESC Region Consultants	Education Service Center consultants have been selected based on their expertise and success in providing professional development and support in targeted areas for regional school districts. The ESC staff members will be contracted to provide training in: curriculum alignment to meet state TEKS and assessment standards, development of an Educator Excellence program, and Index III of the TEA Accountability System, and TSDS GPS Dashboard data services.
10.	External Consultants	Consultants for developing research based Math and Reading programs, implementing required improvement, restructuring classroom and intervention programs for struggling students, and establishing leadership classes and clubs have been selected based on their expertise in using research based practices and program to improve student growth and achievement. Consultant credentials have been analyzed by the CLT and will be contracted annually based on evaluation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers will be selected and screened following state and federal guidelines for the TTIPS project.

Professional Service Provider (PSP) – The PSP who currently works with Mathis Intermediate School is an approved member of the PSP Network. The educator was selected to work with our campus based on successful experience in working with Mathis High School to implement a TTIPS transformation model from 2010 to 2013. The PSP has provided excellent technical assistance in working with the School Improvement Resource Center at Region XIII Education Service Center and the Texas Center for District and School Support (TCDSS) to access research based programs and practices, professional development tools, and resources for school improvement. The ability of the PSP to provide the following support and technical assistance to Mathis Intermediate School will be evaluated annually:

- Training on the transformation model;
- On-site technical assistance and support in the implementation of the intervention model;
- Assistance with communication and reporting to TEA and TCDSS; and
- On-going technical assistance including phone communication, online resources, face to face mentoring and training, webinars, and teleconferencing.

Curriculum Consultants: The Project Manager and the Campus Leadership Team will utilize a purposeful, intentional, and, targeted approach linked to the closing academic gaps, in the recruitment, screening, and selection of External Providers. As part of the Texas Transformation Model system, the District will work closely with the Professional Services Provider (PSP) Region XIII and Region II in finding the most qualified External Providers with a proven record of success in working with schools characterized by high Economically Disadvantaged and Minority children, especially Hispanic and Special Education subgroups. Additionally, it is highly likely that new sources of qualified providers will be discovered during the grant's research-based approach; however, to ensure quality, Mathis ISD will take the following factors into consideration in selecting the most qualified External Consultants:

1. Proposed costs of professional and consultant services rendered by External Consultant directly linked to a particular identified program goal or need or a particular and specialized skill as determined by the District Intervention Team;
2. The Campus Leadership Team will, as well, go through a process of determining the costs associated with the identified academic need and guided by the following:
 - (a) The nature and scope of the service rendered in relation to the identified need;
 - (b) The necessity of contracting for the service, considering the Mathis ISD and the TTIPS Grant's capability;
 - (c) The historical pattern of such costs and that these not be exceeded;
 - (d) The impact on the targeted needs of Mathis Intermediate and the ability of the External Provider to identify and resolve anticipated academic problems;
 - (e) The ability of the external Provider to make determinations as to whether the contracted service is positively impacting the goals of the program;
 - (f) The qualifications of the External Provider will be scrutinized to assure that the individual or firm have the abilities to assist in the transformation of this campus; and
 - (g) The adequacy of the contractual agreement will be carefully analyzed for the service to include but not limited to
 - Description of the service;
 - Estimate of time required; and
 - Rate of compensation and termination provisions.

The Campus Leadership Team will hold all External Providers including the PSP and External Curriculum Consultants to the highest professional standards possible and evidence of success in meeting the program goals will be the determining factor of future activity.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Problems and challenges are inevitable when implementing a comprehensive school reform program, no matter how well a program is planned. By monitoring and checking progress throughout the implementation process, problems will be identified and addressed quickly. **Curriculum, Instruction & Professional Development:** We will monitor the quality, type, and level of curriculum, instruction, and training. The PSP will guide the campus in conducting a campus snapshot annually as part of a comprehensive needs assessment. Data from the needs assessment and information from a review of current school and classroom practices will be used to develop six week action plans. Teacher Leaders for Reading and Math will lead teachers to develop lesson plans that document needs identified and include a set of recommended actions to address the areas of concern. The Principal will conduct walkthrough observations and gain feedback to guide training topics, classroom instruction, and student interventions. Vertical teams of teachers from Reading and Math will work with the Teacher Leader for Data and Technology each week to analyze student growth. The Principals will work with the group to review student data across classrooms and the campus to look at trends and find solutions together each six weeks. A new 6 week action plan will be written after these discussions. Professional development and coaching will be scheduled and curriculum and technology resources will be added when appropriate to meet the needs of the targeted populations. **Student Achievement:** Teachers will assess student mastery of TEKS each six weeks by administering a unit test. Data will be disaggregated using an electronic program and reported by the GPS Dashboard. The Teacher Leader for Data and Technology will work with teachers to access data reports for the class and each student and to analyze the information. Curriculum changes will be made based on classroom data. Principals and Teacher Leaders will review student achievement, attendance, and discipline report data with teachers to look at trends and find solutions together. Curriculum scope and sequence documents and lesson plans will reflect the changes. Individualized instruction will be planned based on learner scores. Classroom and extended day interventions, social services, and tutorials will be planned as appropriate based on the data. **Community Participation:** The quality, type, and level of services actually provided to the targeted population and community collaboration with project partners will be monitored. The CIS staff member will track social service referrals, sessions conducted to address concerns (drug/alcohol use, gang involvement, etc). Social service providers will be contacted to provide resources as needed and counseling calendars revised as indicated. **Project Design & Implementation:** The level of communication and quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students will be evaluated. Also, the quality of any products or documents developed as part of the project will be determined. Grant activities timelines and schedules will be created with guidance from the technical PSP. The calendar will include in-school and extended day interventions, professional development (including technical assistance meetings/activities, seminars, conferences, coaching, and team-teaching), student assessment, purchase of materials and resources, personnel, reporting, parent sessions, and enrichment activities) and other grant activities. The ability of the management practices developed for curriculum management will be evaluated to determine quality of components including curriculum, instruction, assessments, and evaluation components based on collection and analysis of data. Reports of progress will be communicated to the CLT by the Principal and PSP. The CLT will monitor implementation of the project activities and practices to discuss concerns and solutions at team meetings. **Continuous Improvement:** In the summer of 2014, the Campus Leadership Team will meet with the PSP to review critical success factors and milestones created to meet campus goals. The team will also go through the process of setting rigorous, attainable and aligned performance targets that indicate significant progress in turning around the school. Grant progress toward performance goals will be monitored by the CLT team at the campus level. Teachers will administer unit tests and progress assessments for struggling students each six weeks, STAAR benchmarks at the end of the first semester, and STAAR assessments at the end of the year. Teachers will meet weekly to review student data and plan instruction to meet six week goals. The CLT will meet each six weeks use guiding questions to determine progress toward reaching milestones of each Critical Success Factor and data to determine if performance targets were met. Six weeks reports will be submitted based on CLT findings and the information communicated to the Superintendent and the District Intervention Team (DIT). The DIT will address the recommendations for modifying and/or improving the program with guidance from the CLT, PSP, and external consultants each semester. In May, the DIT will develop a new District Intervention Plan for the upcoming year based on data and feedback. The teams will maintain the progress monitoring cycle annually to continuously improve project management and implementation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing/Existing Efforts: Mathis High School implemented a Texas Title I Priority Schools grant during school years 2010-2013. At the time the grant was awarded, three Mathis ISD schools (Mathis Intermediate, Mathis Middle School, and Mathis High School) were eligible for the program based on improvement needs. Since the successful implementation of the TTIPS transformation program at the high school, the campus has raised student achievement significantly and met both state and federal achievement standards in 2013. Mathis Intermediate School has been rated as "required improvement" in the state accountability system and is in "Stage 1 of School Improvement" in the federal system. The campus is in the process of working with state technical assistance to meet intervention requirements and student performance standards. At this time we have not met state or federal requirements. Our district, the intermediate school principal, and campus educators and staff are committed to successful implementation of the TTIPS Transformation Model to improve teaching and learning at our campus. **Coordination of Efforts to Maximize Funds:** Mathis ISD has taken major steps to assure financial integrity by ensuring expenditures are targeted to achieve high federal and state fiscal standards with equity and efficiency. This systemic philosophy is directly correlated to the fiscal standards required in the TTIPS reform initiative designed to assure that all students meet high standards and on efficiency in the linking of fiscal allocations to performance expectations and outcomes. Our district has committed local, state, and federal funds to sustain the systems and practices developed to meet each Critical Success Factor and performance goal after the grant period ends: **Improving Student Performance:** TX State Data System GPS dashboards will be installed and training conducted by ESC 10 Data and Technology Services to support teachers in accessing and using data to inform instruction. Formative, interim and summative assessments will be identified and an annual schedule developed to guide administration of the assessments to monitor student achievement. Vertical Team meetings and Professional Learning Community (PLC) meetings will be scheduled weekly to analyze data and develop lesson plans. Each 6 weeks Teacher Leaders will revise curriculum, curriculum pacing guides and assessments to provide vertical and horizontal alignment to state and federal standards. The development of teacher meetings to share, respond to data, and provide input into curriculum documents will create cultural shifts leading to focus on learning, to engaging collaborative teams in building shared knowledge regarding essential curriculum, to an internal focus on steps that can take to improve the school, to a focus on results, to job-embedded learning, to team-based action research, to learning collectively by working together, and to sustained commitment to student learning success. Systems established to improve student performance will become part of the campus schedule and student based learning will become part of the campus culture during the grant period. The campus principal will have the operational flexibility to sustain the systems and practices that create a positive environment for children and educators after the grant project period. **Increase Use of Data to Inform Instruction:** The implementation of the Transformation Model will result in school reform that transforms school leaders, teachers, and students with new mindsets and behaviors that promotes student learning. Training in the TX Accountability System Index III, Closing the Gaps, will be conducted for the District Intervention and Campus Leadership Teams. The principal will hold Data Meetings each six weeks to set performance targets and teachers will work with students to reach individual achievement goals. Teacher Leaders will attend training in content knowledge, instructional best practices, and classroom management strategies. The peer mentors will provide support to teachers in planning and presenting effective differentiated instruction to ensure students master essential knowledge skills to meet state and federal standards of achievement. Multiple walkthroughs will be conducted to provide recommendations to teachers concerning strengths and weaknesses. Instruction will be revised based on data and feedback. The system for using data to set student achievement goals, monitor progress, differentiate instruction, and provide feedback to improve teaching and learning will be established during the grant period. The Intermediate School principal will have the authority to provide ongoing support and accountability for transformation model practices that resulted in positive change after the funding period ends. **Increase Leadership Effectiveness:** The district will accomplish sustainability by ensuring the 'leader of leaders' approach and the 'trainer of trainers' coaching model is continued after the grant period ends. Leadership training provided through TTIPS will improve the ability of campus leaders to implement school improvement practices and lead reform efforts. Teacher Leaders, who are employed as full time coaches during the grant period, will be assigned to a content area classroom after the project ends to serve as peer mentors throughout their careers. Principals, Teacher Leaders, and teachers will be eligible to

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

receive *educator excellence awards* for meeting campus and classroom goals as evidenced by a formative observation summary and the annual summative PDAS evaluation. Awards will be structured to provide educators with travel funds and registration fees to attend conferences, workshops, or seminars in their teaching field. Investing in human capital that can be accessible internally will maximize human resources and minimize the need for financial resources after grant funds are expended. The award system will be continued and sustained using Mathis ISD local, state, and federal funds after grant period. Increase Learning Time: The campus schedule will be revised to add 30 minutes of instruction daily and to hold summer school and tutorials for struggling learners. Fine arts and leadership classes will be initiated to build student talents and strategies to meet personal goals. Also, student clubs based on participant interests will be added to the extended day rotation to increase team collaboration and critical thinking skills. Students will check out personal computers to access digital content and resources during class, extended sessions, tutorials, and at home. This model of will result in closing the academic gaps and ensure student success so that Mathis ISD can minimize the need for intervention and extended day programs and shift to accelerated instruction and prescriptive/responsive teaching and learning. When extended day programs are required, the district has committed to restructuring existing funding sources such as Title I and State Compensatory Education funding to fund instructional programs that provide extended time in learning and are proven to promote student success. We will also continue to work with civic organizations including three local churches that provide a venue for performances and businesses including HEB and Dollar General who provide volunteers to participate in extended day activities. Increase Parent and Community Involvement and a Positive Learning Environment: The Communities in Schools liaison contracted through the TTIPS grant will serve as an important member of the grant staff. The counselor will link families to social services to promote wellness and school attendance. To promote a positive environment on campus, the liaison will coordinate a Watch DOG program for Mathis Intermediate School. Male guardians will "patrol" the campus during lunch hours serving as positive role models to reduce bullying and misbehavior. The CIS liaison will also meet with parents at the campus and in their homes to encourage families to be fully vested in the education of their children through attendance at parent/teacher conferences, Math and Reading Nights, and the Family Leadership Institute. The liaison will work to establish an incentive program in the fall of 2014 to provide "credits" toward a participation degree (Associate of Participation, Bachelor of Participation, Doctorate of Participation) to family members who attend campus meetings. Incentive awards for parents who attend meetings and events and earn a participation degree will include visits to regional colleges and universities. Our district is dedicated to providing families opportunities to become a n integral partner with the school and their child to graduate from high school, enter postsecondary education, and to one day enter a high demand occupation of our region. We will continue established partnerships with the Department of Human Services, the San Patricio WIC program, Connections Individual and Family Services, Texas A&M Kingsville, Texas A&M Corpus Christi, University of Texas Brownsville, Coastal Bend College, Del Mar College, Build Up Mathis, the Craft Training Center, San Patricio Work Source, and GEAR UP partners to sustain this grant components and meet student success goals. **Commitment of Stakeholders:** Mathis ISD has the capacity and commitment to implement a successful school improvement initiative as evidenced by the implementation of a TTIPS grant at the high school campus that resulted in the school meeting state and federal standards for achievement. However, it is the attitude of the intermediate school that is the true measure of the district's capacity to implement a successful transformation project. Students, parents, teachers, and administrators at Mathis Intermediate School are exciting about the prospect of restructuring the campus into a model that ensures student growth and achievement. When the grant program was presented at a TTIPS meeting held to introduce the initiative, the response was overwhelmingly positive. The campus has received a large number of requests to serve on the Campus Intervention Team. We realize that school improvement is a difficult task. When obstacles appear, our district and campus will work together with stakeholders to find a path to success. Lessons learned from previous SIG and TTIPS grants will help us move forward in a positive manner to a positive result. This includes lessons learned from implementation of professional development models, research-based processes and practices, educator incentives, and focused and targeted financial planning. We will also use all state, local, and federal funds available and educational partner resources to ensure grant goals are met. Using all resources available in a manner that is proven to build student success, Mathis ISD will assure future continuation and sustainability of the Mathis Intermediate School TTIPS grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve Academic Performance: STAAR Math and STAAR Reading scores (grades 3-5), TX Academic Performance Report data and Campus Report Card. Use reports to determine if the campus met required standards.	1.	70% progress toward meeting state standards on STAAR Reading 70% progress toward meeting state standards on STAAR Math
		2.	70% progress toward meeting state target score on Index III Closing the Gaps
		3.	70% progress toward meeting System Safeguard targets in Math for all students; and 70% progress toward meeting System Safeguard targets in Math for economically disadvantaged learners.
2.	Increase Use of Quality Data to Inform Instruction MISD Evaluation Form – determine attendance; Vertical Team Data Chart – weekly posting of data on chart; PEIMS promotion data – determine number of students individually and by class	1.	Positive change in the # and % of teachers trained in TSDS GPS Dashboard to access real-time student data annually
		2.	Positive change in the # and % of teachers collecting and reporting TSDS GPS Dashboard to monitor student progress.
		3.	# and % of struggling students increase 1.5 grade level on reading assessment annually; # and % of struggling students increase 1.5 grade level on math assessment annually.
3.	Increase Leadership Effectiveness PDAS Summative Report and Educator Excellence Rubric - Compare semester and EOY scores annually	1.	# and % of campus leaders who score <i>Exceeds Expectations</i> on Domain III, VI, and VIII of the PDAS.
		2.	# and % of teachers who score <i>Exceeds Expectations</i> on Domain III, VI, and VIII of the PDAS.
		3.	# and % of campus educators who were rehired annually.
4.	Increase Learning Time: Attendance rosters – students role taken electronically at each session to determine attendance; Library Circulation Database – determine number of students checking-out computer using the barcode system.	1.	# and % of students who attended 70% of tutorials (24 weeks) in math. # and % of students who attended 70% of tutorials (24 weeks) in reading.
		2.	# and % of students who attended 70% summer school sessions (10 days) for math; # and % of students who attended 70% summer school sessions (10 days) for reading.
		3.	# and % of students who received a personal computer with access to educational resources.
5.	Improve School Climate: Attendance rosters – signature page at each family meeting used to determine attendance; PEIMS – student attendance and discipline data used to determine changes in rates; Watch Dog attendance log – signature used to determine attendance.	1.	# and % of parents who attended 80% of Family Meetings (4 meetings). # and % of parents who attended 100% of Family Meetings (6 meetings).
		2.	# and % of individual students who improved attendance; # and % of individual students who lowered discipline incidents.
		3.	# and % of fathers who participated in Watch DOG program to serve as a role model of positive behavior.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Manager will be responsible for coordinating training for staff and the data collection and entry process. All required data including program-level data and student academic data will be collected within the designated TEA terms and submitted as required. The principal will be responsible for reviewing and approving data and ensuring reports are submitted on time and accurately. **Program Level Data:** The PSP, Principal, Project Manager and Teacher Leaders who are responsible for the implementation of project activities, practices, and interventions will collect program level data. The data will be monitored to determine the effectiveness of project management on participants. **Student Level Academic Data:** Mathis Intermediate School has committed to implement the Texas State Data System (TSDS) to collect and report student level academic data. Each district will receive training to implement the TSDS GPS Dashboard which provides real-time data to educators and administrators on attendance, discipline student growth, class grades, benchmark scores, and STAAR assessment results. The dashboards will flag emerging issues such as problems in attendance, class work, and test performance empowering teachers to monitor progress of each student in their classroom and compare progress with other students, classes, and grade levels across the campus and district.

PROGRAM LEVEL DATA

Data	Tools	Data Collection		
		Entry	Collect	Approve
Types and number of PD training	PD Schedule	monthly	Project Manager	Principal
Educator attendance in PD training	Attendance Roster	monthly	Teacher Leaders	Principal
Educator attendance in PLC/Vertical Team mtgs	Attendance Roster	monthly	Teacher Leaders	Principal
Type and number of interventions implemented	TEA Report	monthly	PSP	Principal
Educator Excellence Awards Distributed	PDAS Rubric	18 week	Principal	Supt.
Student enrollment/attendance extended day	Attendance Roster	6 week	Project Manager	Principal
Student check-out and use of personal computer	Library Database	18 week	Project Manager	Principal
Family Participation in Meetings	Attendance Roster	monthly	CIS Liaison	Principal

STUDENT LEVEL DATA

Student grades - Reading and Math	TSDS Dashboard	6 weeks	Teacher	Principal
Students in extended day - grade level progress	TSDS Dashboard	6 weeks	Teacher	Principal
Student scores on benchmark/STAAR	TSDS Dashboard	semester	Teacher	Principal
Student attendance during regular school day	TSDS Dashboard	daily	Teacher	Principal
Student behavior reports and referrals	TSDS Dashboard	daily	Teacher	Principal
Pre/ post-test: students in extended day sessions	TSDS Dashboard	6 weeks	Teacher	Principal
Students promoted to next grade	TSDS Dashboard	annual	Teacher	Principal

Identification/Correction of Problems: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. Project level data: The Campus Leadership Team (CLT) will assess project management data each 6 weeks to determine if project activities have been conducted for each Critical Success Factor and to modify implementation when necessary to meet stated goals. The Campus Intervention Team (CIT) and CLT will meet at the end of each semester to review program level data and make timely adjustments to the grant timeline, activities, and calendar. Academic data: The MISD Strategic Plan outlines the intermediate campus academic goals for 3 years. In August of each year, the PSP will lead a data meeting to review strengths and weaknesses of students and set performance targets for each six weeks. Each week, teachers will review academic data at Vertical Team meetings. The data will be used by the teachers during weekly common planning PLC meetings to create lesson plans. Each 6 weeks, the CLT will review program level data with teachers to monitor progress and set new 6 week goals. Each semester, the CIT and CLT will monitor data to make timely corrections and adjustments to instructional program implementation. Summative Data: The CLT and CIT will meet with the District Intervention Team (DIT) to review program and student level data and to discuss participant input annually. The information will be used to create an intervention plan for the upcoming year with revised activities, timelines, and performance targets to ensure program goals are achieved. Reports will be submitted to TEA and TCDSS as required.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. TX State Data System GPS dashboards installed and training conducted to provide real-time access to student data.	07/14	07/17
			B. Assessments identified that are aligned to MISD curriculum and state academic standards, and set performance targets for achievement & student progress.	07/14	07/17
			C. Monitor student progress on class grades, unit and six weeks assessments at Vertical Team meetings held each six weeks.	07/14	07/17
			D. Hold curriculum workday each six weeks to revise curriculum, curriculum pacing guides, and assessments vertically & horizontally to meet TX standards	09/14	05/17
			E. Publish curriculum and instruction guides annually.	6/15	6/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Unit and 6 weeks tests administered providing formative assessment scores to inform and differentiate instruction in classroom and intervention class.	07/14	07/17
			B. Ongoing mentoring and support by Teacher Leader for use of data and technology based systems and applications.	07/14	12/14
			C. Interim benchmarks (Oct. and Jan) and summative STAAR assessment administered to inform & differentiate instruction	08/14	05/17
			D. Weekly PLC meetings coordinated by Teacher Leaders to share best practices and plan for instruction based on data.	08/14	05/17
			E. Multiple observations conducted for on-going monitoring of instruction.	11/14	05/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Conduct training for CLT Leadership Team to disaggregate data based on TX Accountability System (Index III Closing the Gaps).	08/14	09/14
			B. Principal holds Data Meetings each six weeks to set performance targets & monitor progress for targeted learners.	08/14	05/17
			C. Extended learning time including 30 extra minutes per day, summer school, & tutorials scheduled.	08/14	05/17
			D. Track student progress in math & reading intervention programs using data walls for classroom, grade, & campus.	09/14	05/17
			E. Make decisions on revisions to intervention instructional programs (curriculum, schedule, personnel) in Math and Reading based on student growth.	10/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Teacher leaders conduct ongoing training, coaching, and book studies on site to use data to improve instruction.	08/14	05/17
			B. Teachers provide timely differentiated classroom and intervention instruction based on data.	08/14	05/17
			C. Teacher Leader holds Vertical team meetings weekly to analyze and monitor intervention data.	11/14	05/17
			D. Principal conducts walkthrough evaluations of intervention instruction sessions.	10/14	05/17
			E. Family Meetings held 4 times each year to discuss Texas accountability expectations, student scores and achievement.	10/14	05/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	Erica Salazar hired August 2013 to replace principal in leadership at time campus cited by TEA.	Hired 08/13	NA
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. The principal clearly communicates expectations for improved student outcomes with students, parents, and educators.		
			B. The principal sets measurable goals for student achievement and progress with teachers and clearly communicates the goals to students and families.		
			C. Leaders attend training in using multiple observations and student growth in evaluations.	07/14	08/14
			D. Revise Mathis ISD evaluation system to include data on student growth and practices of leaders.	08/14	10/14
			E. Utilize campus unit test, benchmark & STAAR data, and collections of professional practice to conduct evaluation.	10/14	12/14
			F. Hold Post Observation Meeting and share feedback after each evaluation to improve leader practices and effectiveness.	01/15	07/17
			G. Make personnel decisions for leadership positions based on evaluation.	01/15	07/17
			H.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 205904			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create Performance Compensation Plan to provide leaders <i>educator excellence award</i> based on multiple criteria.	10/14	12/14
			B. Use PDAS Summary Rubric as overview of leadership evaluation targeting Domains III, VI, and VIII.	01/15	07/17
			C. Provide Performance Compensation based on PDAS Summary Rubric results at the end of each semester.	01/15	07/17
			D. Provide Cumulative Report on individual leader effectiveness to Superintendent at the end of each semester.	05/15	05/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Identify Teacher Leaders identified to serve as campus coaches for reading, math, and data/technology.	07/14	07/16
			B. Provide leader with operational flexibility to increase campus schedule by 30 minutes each day and provide summer sessions.	07/14	07/17
			C. Provide leader with operational flexibility to create Professional Learning Community meetings after school weekly.	08/14	07/17
			D. Provide leader with operational flexibility to initiate 1:1 computing initiative.	08/14	07/17

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Revise campus schedule to add 30 minutes instruction daily.	09/14	05/17
			B. Revise campus schedule to include weekly tutorials- 1 hr/wk.	08/14	05/17
			C. Revise schedule to include common planning & data mtgs.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Provide personal computers and access to digital educational resources such as iStation & Think it Through Math at home.	01/15	05/17
			B. Provide Teacher Leader support for technology use and integration.	01/15	05/17
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Rotation for the extended day program to include leadership and fine arts classes and student clubs.	08/14	05/17
			B. Partner with Watch DOG program and implement father engagement at campus to promote positive behavior.	01/15	05/17
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Grade level Professional Learning Communities meet weekly to improve best practices	08/14	05/17
			B. Vertical Team data meetings weekly to monitor progress and set goals.	08/14	05/17
			C.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Contract with Communities in Schools to provide family liaison.	08/14	05/17
			B. Parent meetings to discuss STAAR expectation/achievement	10/14	05/17
			C. STAAR University to increase parent involvement in homework	10/14	05/17
			D. Math, Reading, and Science nights to develop core skills.	10/14	05/17
			E. College visits to regional colleges and universities.	03/15	04/17
		2. Provide ongoing mechanisms for community engagement	A. Family Leadership Institute to engage migrant families in MISD.	08/14	05/17
			B. Physical Fitness Center for community and district.	08/14	05/17
			C. Watch DOG program to improve positive behavior	01/15	05/17
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Work with PSP to implement intervention requirements & submit reports of progress to the TEA and the TCDSS.	08/14	07/17
			B. Conduct ongoing leadership training for student, family, and educators.	1/15	05/17
			C.		
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Campus workshop in using campus supports (Teacher Leaders, Mentors, and multiple walkthrough observations) to improve instruction continuously.	07/14	08/14
			B. Induction program initiated for first two years of teaching for new hires including mentor, documentation folders for self review and mentor and peer observations/reviews.	08/14	10/14
			C. Evaluation system revised to include data on student growth and observations of professional practice.	08/14	10/14
			D. Use PDAS Summative Rubric to evaluate teachers based on campus benchmark and STAAR data and observation results.	10/14	12/14
			E. Hold Post Observation Meetings to share feedback after each evaluation to improve educator practice and effectiveness.	01/15	07/17
			F. Provide Teacher Leader support (lesson planning, co-teaching, modeling, etc.) based on evaluation feedback.	01/15	07/17
			G. Turn in collective and individual PDAS Summary Report to Superintendent at end of each semester.	05/15	07/17
			H. Make personnel decisions based on evaluation data.	05/15	07/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create Performance Compensation Rubric to identify <i>educator excellence awards</i> for student growth/achievement.	10/14	12/14
			B. Conduct individual and organizational leadership training. Initiate Aspiring Administrator program.	10/14	05/16
			C. Use the Performance Compensation Rubric to award teachers	01/15	07/17
			D. Provide collective and individual Compensation Reports to Superintendent at end of each semester.	01/15	07/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Conduct training in research based reading strategies to support curriculum - Neuhaus instructional strategies and iStation electronic applications.	09/14	05/15
			B. Conduct training in research based math strategies to support curriculum - Everyday math strategies and Think it Through Math application.	09/14	05/15
			C. Provide Teacher Leader support in the implementation of Neuhaus and Everyday math strategies (modeling, co-teaching, & lesson planning).	09/14	05/17
			D. Provide Teacher Leader support in the implementation of differentiated lessons using digital educational resources.	09/14	05/17
			E. Conduct Teacher Leader training in the integration of 1:1 technologies into classroom instruction.	09/14	05/17
			F.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Provide <i>Performance Compensation</i> based on rubric results (student growth, professional dev, & achievement) at the end of each semester.	12/14	05/17
			B. Provide <i>Additional Compensation</i> based on participation in PLC and Data meeting.	12/14	05/17
			C.		
			D.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis ISD has assigned the District Coordinator of School Improvement (DCSI), the Professional Service Provider (PSP), and the district and campus intervention team members to participate fully in the Texas Accountability Intervention System (TAIS). The Mathis ISD Superintendent serves as the DCSI. The Superintendent has lead our district in working with these teams to implement required activities including the data analysis and review of student level data, needs assessment, improvement plan, and progress reporting. The district has developed a Strategic Plan to correlate all components of the intervention system. Based on the work of the teams, Mathis ISD has committed to providing adequate resources and related support to Mathis Intermediate School in order to implement, fully and effectively, the four required activities of the transformation model: **1. Develop teacher & school leader effectiveness:**

Effective Leadership: The principal at Mathis Intermediate School was hired in 2013. Preliminary STAAR data indicates students have made significant progress under the principal's leadership during the 2013-14 school year. The district will utilize the existing PDAS evaluation system adopted by Mathis ISD and the Educator Excellence Evaluator Rubric developed by school educators with support by ESC 2 consultants to make decisions concerning professional development and mentoring to improve professional practices and to make personnel decisions. In addition, the rubric will be utilized to identify and reward school leaders who in implementing the model with fidelity have increased student growth and achievement. The Educator Excellence Evaluator Rubric will also be used to evaluate, reward and make personnel decisions concerning campus teachers. Training: Providing staff ongoing, high-quality, job-embedded professional development will be a key to success for project participants. The staff development model will be coordinated by the Assistant Superintendent for Curriculum and the Curriculum Specialist that is assigned to the intermediate campus. Educators will develop knowledge and skills through on-site technical assistance, professional development (campus and online), coaching, consultation, and book studies. District staff development schedules will be modified to include TTIPS training. The district will provide training rooms to facilitate various meetings and professional development sessions. MISD will also provide information about training and meeting schedules on the district website. Educational Resources: The district will provide curriculum and instruction resources aligned with the school's comprehensive instructional program to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Educator Awards: Financial incentives that increase opportunities for promotion and career growth, and flexible schedules designed to recruit, place, and retain staff will be implemented as part of the transformation model. The MISD Business Manager will utilize established financial management system to disburse incentive payments. The administrator will work with the Project Manager and campus to ensure the budget expenditures are appropriate and align with the budget categories and use of funds specified in the grant application. **2. Comprehensive instructional reform strategies:** MISD has identified ESC Region 10 Data and Technology Services to work with the school to install and implement the Texas State Data System GPS Dashboard to provide real-time data to each teacher's desktop. Data will be used to implement research-based instruction. An external consultant with expertise in using data to promote school improvement will work with the school to implement a research-based instructional program that is aligned with state performance standards in the classroom and intervention sessions. **3. Learning time & community-oriented schools:** Economically disadvantaged learners require extended time to spiral learning to meet grade level expectations. The campus principal has been provided with the authority to increase the school day by 30 minutes, conduct summer school, and hold tutorials after school. In addition, the Technology Department will provide hardware installation, technology use, and technical support for the 1:1 personal computing initiative. An ESC 2 consultant will support the school in developing a Personal Computer Handbook and Technology Lending Agreement to implement the project. To involve families in learning, a Communities in Schools (CIS) Liaison is currently on contract with the campus using school improvement funds. The district has a standing successful relationship with CIS and provides an office and furniture for holding family conferences and a computer with productivity software and Internet access to support required data collection requirements. **4. Operational flexibility and sustained support:** The Superintendent and MISD Board of Trustees have committed to providing operational flexibility for the campus principal to change staffing, financial incentives, staff schedules, and curriculum programs to improve student achievement outcomes. To ensure support for transformation of the campus, Mathis Intermediate School will receive ongoing technical assistance in implementation of the reform model through the Professional Service Provider funded through the state. The campus will also provide funding for educators to participate in the Texas Accountability Intervention System including attending required trainings, and participating in technical assistance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 4: Pre-Implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify) Family Leadership Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify) ISD Physical Fitness Program for children and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide Intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: